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AUTHOR Kelley, H. Paul
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ABSTRACT

The Subject Examination in Analysis and Interpretation of Literature from the College Level Examination Program (CLEP), was administered to 188 English literature students, to determine the appropriate score range for granting credit for their course. Scores ranged from 32 to 75 out of a possible range of 20 to 80, the average score was 51.52. The correlation coefficient of .47 between scores and preliminary course grades was judged adequate, considering the small number of A, D, and F grades reported. Cutting scores were computed at three intervals to illustrate the relationship between the frequencies of correct vs. high or low placement. Scores of credit-by-examination candidates averaged several points higher than did those who were actually taking the course. This is not surprising, because most candidates were above average in English skills, and all were required to complete an English composition course. The minimum CLEP scores recommended for awarding credit with grades of A and B were respectively: 59/60 and 51; no credit would be awarded for a score below 51. (CP)

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RELATION OF SCORES ON THE CLEP SUBJECT EXAMINATION IN ANALYSIS AND INTERPRETATION OF LITERATURE TO PERFORMANCE IN ENGLISH 314K: INTRODUCTION TO LITERATURE I

H. Paul Kelley

RB-73-11 July 1973

MEASUREMENT AND EVALUATION CENTER
The University of Texas at Austin

RELATION OF SCORES ON THE CLEP SUBJECT EXAMINATION IN ANALYSIS AND INTERPRETATION OF LITERATURE TO PERFORMANCE IN ENGLISH 314K: INTRODUCTION TO LITERATURE I

H. Paul Kelley

The Subject Examination in Analysis and Interpretation of Literature in the College-Level Examination Program (CLEP) of the College Entrance Examination Board is designed to measure the competencies of students who have successfully completed a full-year, undergraduate course (or its equivalent) in literature. It is designed to test the student's ability to read and understand poetry and prose, not his knowledge of the contents of any specific body of literature. The examination tests comprehension of literary works, as well as an understanding of the technical aspects of writing.

During the Spring Semester of 1970, the faculty of the Department of English of The University of Texas at Austin began to consider the use of this CLEP examination as a means by which students could earn credit for a required course or courses in literature. Consideration continued during the Summer Session and Fall Semester, culminating in the decision by the Department of English faculty definitely to use the CLEP examination for awarding credit for English 314K, a 3-semester-credit-hour lower-division course which constitutes the first half of a two-semester Introduction to Literature course sequence. The faculty then created an ad hoc committee with the following authorization:

> To arrange for the Measurement and Evaluation Center (MEC) to conduct a validity study of the CLEP examination as a means for determining which students have developed literary skills equivalent to those possessed by students who have completed the E.314K course satisfactorily.

Editor's Note: This Research Bulletin is a slightly expanded version of a Special Report prepared originally on January 11, 1971, for members of the Committee on Credit by Examination in English 314K, an ad hoc faculty committee of the Department of English at The University of Texas at Austin.

To determine the score range for which credit for E.314K would be granted.

To arrange for the MEC to administer the CLEP examination periodically to candidates seeking to earn credit for E.314K by examination.

To recommend to the faculty of the Department of English whether or not the CLEP examination should also be used as the basis for granting credit in E.314L, the second half of the two-semester Introduction to Literature course sequence.

As a result of the charges to the ad hoc committee by the English faculty and of the subsequent deliberations and decisions of members of that committee, the following plans were made:

1. Validity Study of the CLEP Subject Examination in Analysis and Interpretation of Literature.

In order to enable the committee to determine the score range appropriate for the awarding of credit for E.314K, the MEC would administer the CLEP examination at the end of the 1970 Fall Semester to the approximately 200 students in five sections of E.314K, as a part of their final examination in that course.

Only the objectively-scorable portion of the CLEP examination would be administered; the optional essay portion would not be used.

Each student's E.314K instructor would determine and record a preliminary grade in the course for the student before the instructor was informed of the student's score on the CLEP examination.

After being notified of the student's CLEP score, the instructor would then be free to use that score in any way the instructor wished in determining the student's final grade in E.314K.

Each student would be informed, prior to the examination, of the arrangements outlined above, so that the student would be aware of the true circumstances with regard to the CLEP examination and would also be motivated to attempt to do as well as possible on the test.

The MEC would analyze the CLEP examination performances of the E.314K students in relation to their performances in the course as measured by the preliminary grades recorded by their instructors.

The MEC would present the results of those analyses, together with its recommendations, to the ad hoc committee for consideration.

The committee would make the policy decisions for which authority had been delegated, and it would make recommendations to the faculty of the Department of English concerning other decisions which the committee felt to be desirable.

Action by the Department of English faculty on the committee's recommendations would complete the formulation of policies regarding the use of the CLEP examination.

2. Operational Administration of the CLEP Subject Examination in Analysis and Interpretation of Literature.

In December, 1970, while the validity study would be in progress but before any of its results would be available, the MEC would administer the CLEP examination to candidates for credit by examination in E.314K.

Only the objectively-scorable portion of the CLEP examination would be administered; the optional essay portion would not be used.

Preliminary results of the examination would be reported to candidates before the end of the 1970 Fall Semester (December 23).

To make such reporting possible, the committee would examine the candidates' test scores and then decide tentatively on the score range for which credit would be awarded.

As soon as results of the validity study were available and before the close of registration for the 1971 Spring Semester, the committee would make a final decision on the score range for the awarding of credit to the candidates tested in the December operational administration.

During the Spring Semester, 1971, decisions on the score ranges for grades to accompany the credit awarded candidates tested in the December operational administration would be made by the faculty of the Department of English, on the basis of recommendations from the ad hoc committee.

Results of the Validity Study

In response to a request for volunteers by the ad hoc committee, a number of E.314K instructors agreed to participate in the validity study. From among the volunteers, five instructors were chosen; since one of the five later had to withdraw from the study, another instructor from the pool of volunteers was chosen in his place. An attempt was made to choose instructors who in the past had assigned grades covering the entire range from A to F in order to avoid problems encountered in some previous validity studies conducted for another department. As the results later will indicate, this effort did not entirely succeed in accomplishing its purpose.

The CLEP Subject Examination in Analysis and Interpretation of Literature was administered by MEC staff members in December, 1970, as a part of the final examination, to students in five sections of E.314K, designated as Sections V,W,X,Y,Z. Usable CLEP scores and preliminary course grades were obtained for 188 students; data for several additional students were either incomplete or invalid for some reason. Summaries of the distributions of CLEP scores for the 188 students are presented in Table 1, both for individual sections and for all five sections combined.

It can be seen from Table 1 that there were differences in average (mean) scores from one section to another -- the averages ranged from a low of 48.54 for Section W to a high of 54.50 for Section Y; for all sections combined, the average score was 51.52. In addition, there were differences between the sections in the variability of test scores (as measured by the standard deviation statistic) -- the scores for Section W were least variable and those for Section V were most variable.

The lowest possible score on the test is 20, and the highest possible score is 80; the test scores for the 188 E.314K students ranged from 32 to 75. Thus the CLEP test seems to be appropriate in providing both an adequate difficulty level for students who have completed the equivalent of E.314K and a spread of scores sufficiently large for adequate placement on the basis of those scores.

The distributions of the preliminary grades assigned by the five instructors are presented in Table 2, again both for individual sections and for all five sections combined.

Again, there were differences both in average (mean) and in variability (standard deviation) across sections. Section V had the lowest average grade (2.29 on a 4-point scale), while Section Z had the highest average (2.61); the average for the combined sections was 2.42. Sections W and X were least variable (S.D. = 0.55), while Section Y was most variable (S.D. = 0.89).

One striking fact about the assignment of grades in these five sections is that only one F was reported among the grades for these 188 students. In

TABLE 1

Distribution of CLEP Scores for Students Completing E.314K

CLEP Analysis and Interpretation of Literature Scores	Sec. V		Sec. W		Sec. X		Sec. Y		Sec. Z		Combined Sections	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
75-80					1	2.4%					1	0.5%
70-74	1	2.4%			1	2.4%	1	3.3%			3	1.6%
65-69	1	2.4%			5	11.9%	2	6.7%	1	2.6%	9	4.8%
60-64	4	9.8%	1	2.7%	2	4.8%	4	13.3%	5	13.2%	16	8.5%
55-59	9	22.0%	5	13.5%	10	23.8%	10	33.3%	11	28.9%	45	23.9%
50-54	5	12.2%	15	40.5%	9	21.4%	5	16.7%	9	23.7%	43	22.9%
45-49	5	12.2%	3	8.1%	8	19.0%	4	13.3%	6	15.8%	26	13.8%
40-44	8	19.5%	6	16.2%	6	14.3%	3	10.0%	2	5.3%	25	13.3%
35-39	5	12.2%	7	18.9%			1	3.3%	3	7.9%	16	8.5%
30-34	3	7.3%							1	2.6%	4	2.1%
25-29												
20-24												
TOTAL	41	100.0%	37	99.9%*	42	100.0%	30	99.9%*	38	100.0%	188	99.9%*
Mean Score	49.05		48.54		54.12		54.50		51.87		51.52	
Standard Deviation	9.72		7.27		8.59		8.03		7.40		8.57	

*This figure differs from 100.0% only because of rounding error.

TABLE 2

Distribution of Preliminary Course Grades for Students Completing E.314K

Preliminary Course Grade	Sec. V		Sec. W		Sec. X		Sec. Y		Sec. Z		Combined Sections	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	3	7.3%	1	2.7%			4	13.3%	3	7.9%	11	5.9%
B	10	24.4%	12	32.4%	20	47.6%	6	20.0%	18	47.4%	66	35.1%
C	24	58.5%	24	64.9%	21	50.0%	18	60.0%	16	42.1%	103	54.8%
D	4	9.8%			1	2.4%	1	3.3%	1	2.6%	7	3.7%
F							1	3.3%			1	0.5%
TOTAL	41	100.0%	37	100.0%	42	100.0%	30	99.9%*	38	100.0%	188	100.0%
Mean Grade	2.29		2.38		2.45		2.37		2.61		2.42	
Standard Deviation	0.75		0.55		0.55		0.89		0.68		0.69	
Mean CLEP Score	49.05		48.54		54.12		54.50		51.87		51.52	
Coefficient of Correlation between Preliminary Course Grades and CLEP Scores	.60		.42		.34		.56		.42		.47	

*This figure differs from 100.0% only because of rounding error.

addition, only 7 D's were reported. Another striking fact is the small variability of grades in two sections -- the instructors in Sections W and X (with only one exception each) reported only grades of B and C. It is interesting to note that both of those instructors appended +'s and -'s to many of their grades; the instructor of Sec. W assigned grades ranging only from A- to C-, while the instructor of Sec. X assigned grades ranging only from B+ to D+. In light of the fact that an attempt was made to choose instructors who had in the past made use of the entire range of grades from A to F, one wonders just what the distributions of grades were in the sections of E.314K not included in this validity study. Does a student have a significantly higher chance of receiving an A (or a D or F) from some E.314K instructors than from others? Such questions cannot be answered on the basis of data from only five sections. To obtain an answer, one would need to examine the grade distributions for all sections of E.314K.

In order to make possible easy comparison of average grades and test scores, mean CLEP scores from Table 1 are repeated in the next-to-last row of Table 2.

The last row of Table 2 contains the coefficients of correlation between CLEP scores and preliminary course grades, computed both separately by section and for all sections combined. In each section in which there is appreciable variability in grades (Sections V and Y), the correlation coefficient is encouragingly high (.60 and .56, respectively). As the variability of the grades decreases (Sec. Z, W, and X), the size of the correlation coefficient decreases correspondingly (.42, .42, and .34, respectively); this is to be expected from the mathematical nature of correlation coefficients. Considering the small numbers of grades of A, D, and F, the correlation coefficient of .47 for the combined sections is quite adequate. The use of the CLEP scores for placement purposes is indeed justified by the fact that students who achieved well in E.314K tended to make higher scores on the CLEP examination than did students who achieved poorly.

Figures 1 and 2 present data on which recommended score ranges for academic credit and grades in E.314K were based. The left-hand portion of Figure 1 contains a summary, in graph form, of the distribution of CLEP

literature examination scores for all 188 E.314K students. The 50th percentile (the median value) was approximately 52.58 on the score scale; the 75th percentile (which divided the top quarter of the scores from all the rest) was about 56.95, and the 25th percentile (which divided the bottom quarter of the scores from all the rest) was about 44.90. Similarly, the top 10% of the scores were above 61.80 (the 90th percentile), and the bottom 10% of the scores were below 39.25 (the 10th percentile).

In the right-hand portion of Figure 1 the same kinds of data (90th, 75th, 50th, 25th, 10th percentiles) are presented separately for the subgroups of students who were assigned preliminary grades of A, B, C, D, and F. These graphs give immediate visual confirmation of the conclusion drawn from the correlation coefficient -- that students who were assigned high grades tended to make higher CLEP scores than did students who were assigned low grades.

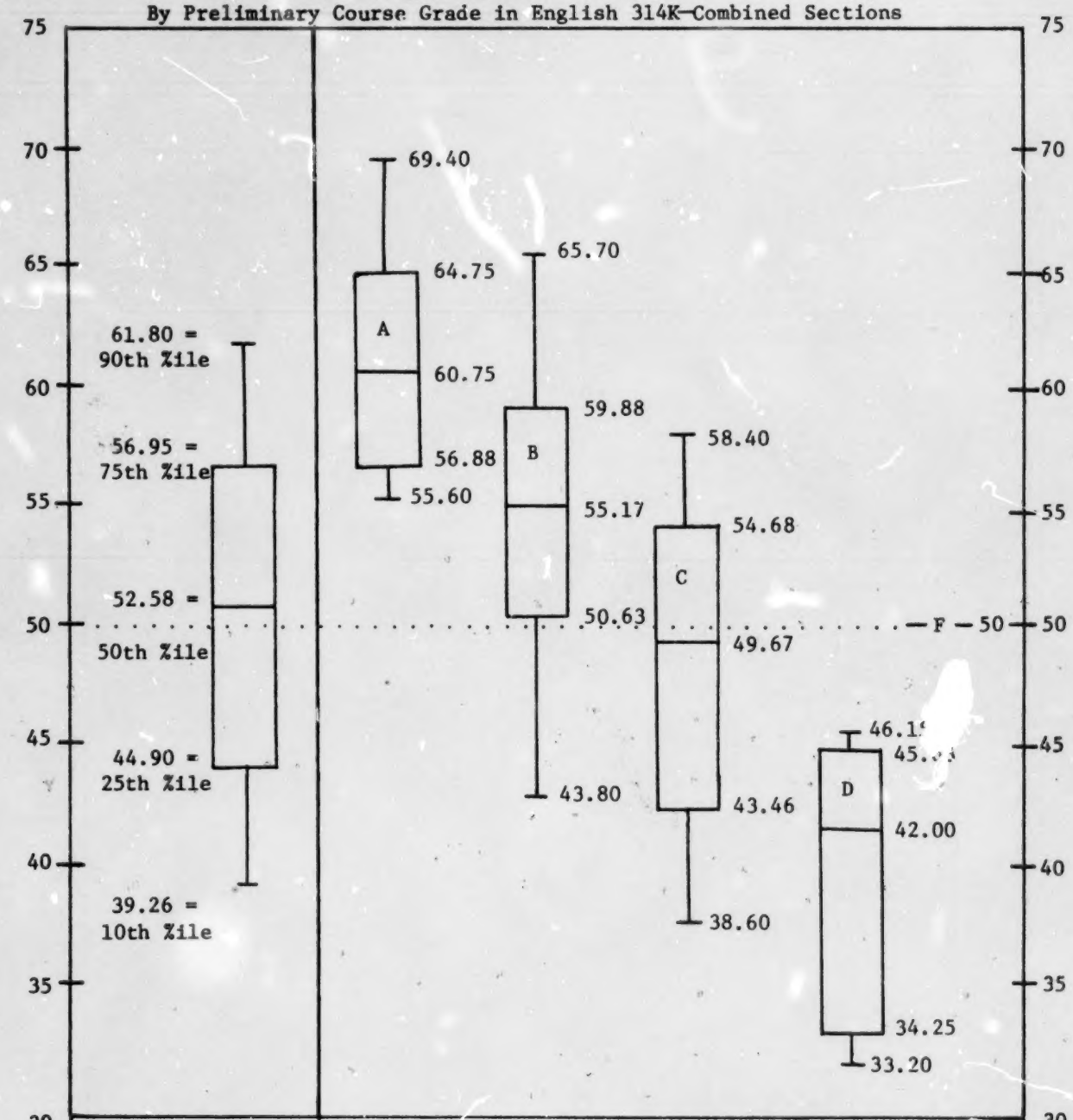
The left-hand portion of Figure 2 is identical to the corresponding portion of Figure 1; it is the graphic summary of the total CLEP score distribution for all 188 students, repeated in Figure 2 for the convenience of the reader.

In the right-hand portion of Figure 2 graphic summaries are shown for two subgroups of students. The first subgroup is composed of all students assigned preliminary grades of A, B, or C; this represents a combination of the first three subgroups in the right-hand portion of Figure 1. The second subgroup in Figure 2 is composed of all students assigned preliminary grades of D or F; it is a combination of the last two subgroups in Figure 1. Again, each subgroup is represented graphically.

The two subgroups in Figure 2 -- the A, B, C group and the D, F group -- represent, respectively, those students who performed at "satisfactory" and "unsatisfactory" levels in E.314K. A visual inspection of Figure 2 quickly reveals that a CLEP score of about 45 would give a fairly good separation of the two groups -- relatively few students in the A, B, C group scored lower than that, and relatively few students in the D, F group scored higher than that. (Actually only 3 of the 8 persons in the D, F group scored higher than 44; two students made scores of 47, and one made a score of 50.)

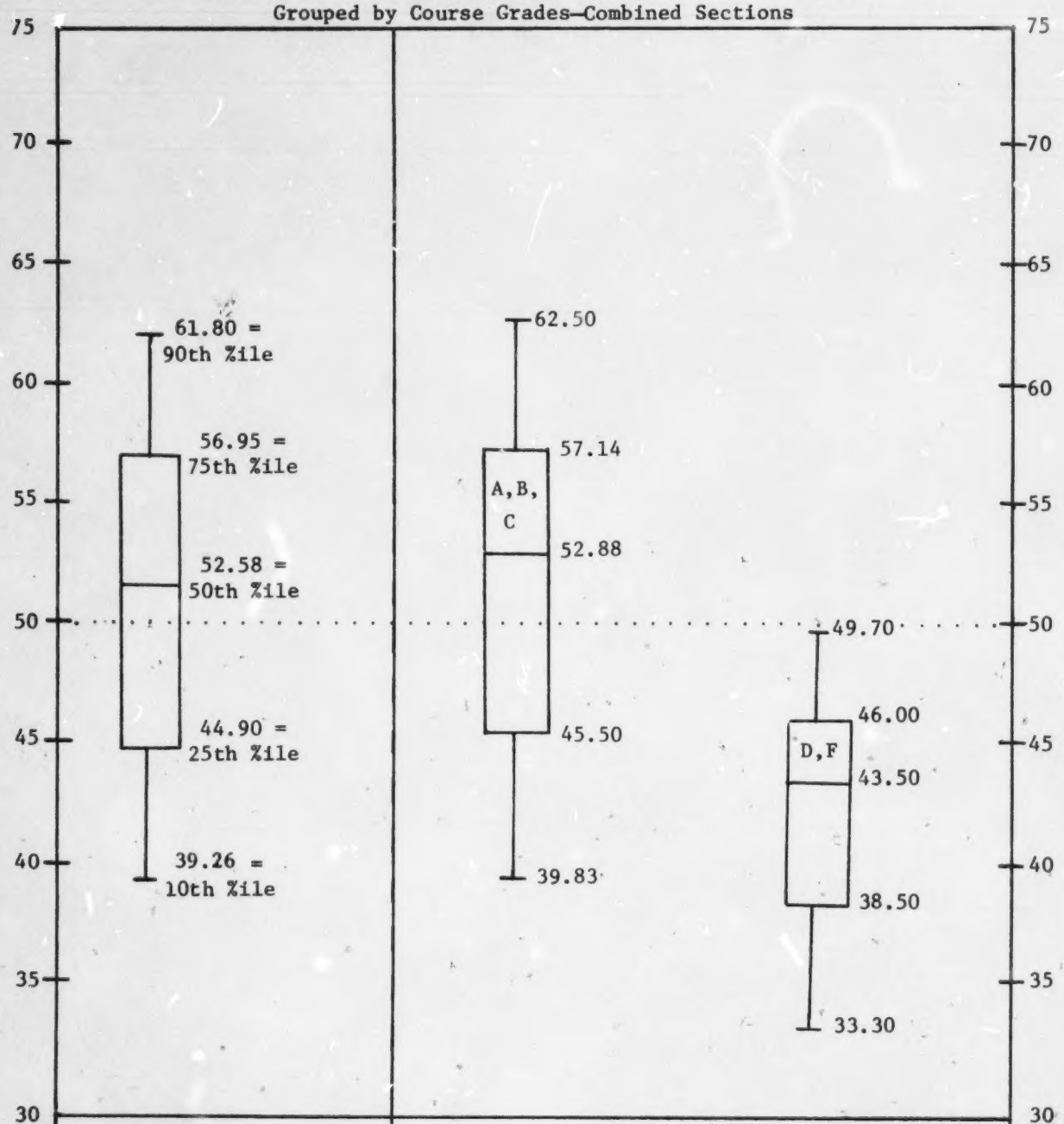
FIGURE 1

CLEP Analysis and Interpretation of Literature Score Distributions
By Preliminary Course Grade in English 314K—Combined Sections



Total Group		Preliminary Course Grade in E.314K				
		A	B	C	D	F
Median Score	52.58	60.75	55.17	49.67	42.00	50.00
Mean Score	51.52	61.45	54.80	49.12	40.57	50.00
Standard Deviation	8.57	6.01	8.31	7.33	5.41	0.00
No. of Students	188	11	66	103	7	1
% of Students	100.0%	5.9%	35.1%	54.8%	3.7%	0.5%

FIGURE 2
CLEP Analysis and Interpretation of Literature Score Distributions
Grouped by Course Grades—Combined Sections



Total Group		A, B, C Grade Group	D, F Grade Group
Median Score	52.58	52.88	43.50
Mean Score	51.52	51.96	41.75
Standard Deviation	8.57	8.42	6.02
No. of Student	188	180	8
% of Students	100.0%	95.74%	4.26%

In order to present more precisely the data summarized in Figure 2, Table 3 presents the score distributions on which the graphs in Figure 2 were based. These are referred to in the title of the table as "expanded" distributions because the middle sections have been "spread out" into one-point score intervals in order to make easily apparent the effects of choosing any particular set of score values to define the score ranges for which credit would be granted.

TABLE 3

Expanded Distribution of CLEP Scores for the Combined Sections of E.314K Students Tested at the End of the Fall Semester 1970

CLEP Score Interval	Total Group			A, B, C Group			D, F Group		
	No.	%	Cum. %	No.	%	Cum. %	No.	%	Cum. %
61-80	26	13.8%	100.1%*	26	14.4%	99.8%*			
60	3	1.6%	86.3%	3	1.7%	85.4%			
59	8	4.3%	84.7%	8	4.4%	83.7%			
58	4	2.1%	80.4%	4	2.2%	79.3%			
57	11	5.9%	78.3%	11	6.1%	77.1%			
56	9	4.8%	72.4%	9	5.0%	71.0%			
55	13	6.9%	67.6%	13	7.2%	66.0%			
54	8	4.3%	60.7%	8	4.4%	58.8%			
53	13	6.9%	56.4%	13	7.2%	54.4%			
52	4	2.1%	49.5%	4	2.2%	47.2%			
51	11	5.9%	47.3%	11	6.1%	45.0%			
50	7	3.7%	41.4%	6	3.3%	38.9%	1	12.5%	100.0%
49	7	3.7%	37.7%	7	3.9%	35.6%	0	0.0%	87.5%
48	3	1.6%	34.0%	3	1.7%	31.7%	0	0.0%	87.5%
47	1	0.5%	32.4%	1	0.6%	30.0%	0	0.0%	87.5%
46	10	5.3%	31.9%	8	4.4%	29.4%	2	25.0%	87.5%
45	5	2.7%	26.6%	5	2.8%	25.0%	0	0.0%	62.5%
20-44	45	23.9%	23.9%	40	22.2%	22.2%	5	62.5%	62.5%
TOTAL	188	100.1%		180	99.8%		8	100.0%	
Median Score		52.58			52.88			43.50	
Mean Score		51.52			51.96			41.75	
Standard Deviation		8.57			8.42			6.02	

*This figure differs from 100.0% only because of rounding error.

In Table 3, for each group of students three values are reported for each score interval:

No. = the number of students making CLEP score values contained in that interval.

% = percent of students making CLEP score values contained in that interval

Cum. % = cumulative percent, the percent of students making CLEP score values contained in that interval or in lower intervals.

Table 4 uses the same data in a slightly different way.

TABLE 4

Numbers of Students Tested at the End of E.314K Who Would and Would Not Have Received Credit if Various Alternative Sets of Cutting Scores Had Been Used To Award Credit for That Course

Alternative	CLEP Score Interval	Credit or No Credit	No. of Students in Total Group	No. of Students in A, B, C Group	No. of Students in D, F Group
1	51-80	Credit	110	110	0
	20-50	No Credit	78	70	8
2	47-80	Credit	128	127	1
	20-46	No Credit	60	53	7
3	45-80	Credit	143	140	3
	20-46	No Credit	45	40	5

For each alternate set of scores, the four frequencies in the last two columns were combined and converted to percentages, as shown in Table 5. For this table, it was assumed that any students in the A, B, C group who would not have received credit would have been placed too low and that any students in the D, F group who would have received credit would have been placed too high. Correct placement was assumed for A, B, C group students who would have received credit and for D, F group students who would have been denied credit.

TABLE 5

Numbers and Percents of Students Tested at the End of E.314K Who Would Have Been Placed Correctly and Incorrectly if Various Alternative Sets of Cutting Scores Had Been Used to Award Credit

Alternative	Students Who Would Have Been Placed	Number	Percent
1	Too High	0	0%
	At Correct Level	110+8=118	63%
	Too Low	70	37%
2	Too High	1	1%
	At Correct Level	127+7=134	71%
	Too Low	53	28%
3	Too High	3	2%
	At Correct Level	140+5=145	77%
	Too Low	40	21%

Perhaps the simplest way to summarize these results is to combine Tables 4 and 5, as shown in Table 6.

Presentation of the data in this form illustrates the relationship between the frequencies of the two kinds of errors (i.e., placement too high or placement too low) and the frequency of correct placements:

1. Changing the cutting score in order to reduce the frequency of one kind of error results in increasing the frequency of the other kind of error.
2. Choosing a cutting score that completely eliminates one type of error results in decreasing the frequency of correct placements.

The cutting score which yields the maximum number of correct placements unavoidably will place some students too high and others too low. Thus, when an incorrect placement is discovered, it is important that there be some provision for changing the student to a more appropriate course level.

TABLE 6

Accuracy of Placement of Students Tested at the End of E.314K if Various Alternative Sets of Cutting Scores Had Been Used to Award Credit

Alternative	CLEP Score Interval	Credit or No Credit	Percent of Students Who Would Have Been Placed		
			Too Low	At Correct Level	Too High
1	51-80	Credit	37%	63%	0%
	20-50	No Credit			
2	47-80	Credit	28%	71%	1%
	20-46	No Credit			
3	45-80	Credit	21%	77%	2%
	20-44	No Credit			

On the basis of the data presented in Figure 1, Figure 2, and Tables 3-6, four sets of recommendations were prepared. Before their presentation, however, a report should be made about the outcome of the first operational administration of the CLEP literature examination.

First Operational Administration of the CLEP Subject Examination in Analysis and Interpretation of Literature

As was planned, the CLEP examination was administered by the MEC to candidates for credit by examination in E.314K in December, 1970. Table 7 contains a summary of the scores received by the 759 candidates who took the test at that time. To facilitate comparisons of the data in the two tables, Table 7 follows the same form as Table 3.

TABLE 7

Expanded Distribution of CLEP Scores for the Candidates for Credit by Examination in E.314K tested in December 1970

CLEP Score Interval	Credit by Examination Candidates		
	No.	%	Cum. %
61-80	214	28.2%	100.1%*
60	22	2.9%	71.9%
59	46	6.1%	69.0%
58	31	4.1%	62.9%
57	39	5.1%	58.8%
56	36	4.7%	53.7%
55	62	8.2%	49.0%
54	25	3.3%	40.8%
53	38	5.0%	37.5%
52	21	2.8%	32.5%
51	38	5.0%	29.7%
50	17	2.2%	24.7%
49	34	4.5%	22.5%
48	16	2.1%	18.0%
47	12	1.6%	15.9%
46	27	3.6%	14.3%
45	9	1.2%	10.7%
20-44	72	9.5%	9.5%
TOTAL	759	100.1%*	
Median Score		55.74	
Mean Score		55.69	
Standard Deviation		8.29	

*This figure differs from 100.0% only because of rounding error.

A comparison of the distributions shown in Tables 3 and 7 indicates that the candidates for credit by examination in E.314K averaged several points higher on the CLEP examination than did the students who were actually completing E.314K. This should be neither particularly surprising nor disturbing, since there are several factors which probably combined to produce this result.

First, the candidates for credit by examination had to pay a fee of $5.25 in order to take the CLEP examination. Also the test was given at the end of the Fall Semester, immediately preceding the final examination

period. These two factors probably resulted in self-selection among the candidates so that, in general, only the best-prepared students--those who felt they had a reasonably good chance to pass the examination--were willing to expend the time and money necessary to take it.

A third factor of probable importance was one of the eligibility requirements authorized by the ad hoc committee: a candidate must already have received credit for E.305 (or its equivalent) or else be currently enrolled in E.305 (or its equivalent). Since E.305 is normally the second-semester freshman English composition course, the great majority of the students who were enrolled in that course during the Fall Semester were first-semester freshmen who had become eligible for E.305 by having placed out of the first-semester English composition course (E.301) by examination.

Thus, a great proportion of the population from which the candidates for credit by examination in E.314K came were above average in English skills (as evidenced by their having placed out of E.301); the candidates themselves represented a self-selected sample from that above-average population. It should not be surprising, therefore, to find that such a self-selected sample of students scored higher than a sample of average students who were actually completing E.314K.

In accordance with the plans outlined earlier, the ad hoc committee reviewed the scores summarized in Table 7 in order to make a preliminary decision concerning the score-range on the basis of which credit for E.314K would be granted. The committee decided on December 16 (before the validity study tests had been administered) that candidates who scored 51 or above would receive credit for E.314K, while those who scored 50 or below would not. The committee indicated that this score level of 51 probably corresponded to at least a B level of performance in E.314K. On the basis of this decision, candidates were informed, by posted roster, whether or not they had scored high enough to be eligible for credit in E.314K.

Recommendations

A detailed consideration of the data presented in Figures 1 and 2 and in Tables 3-7 led the author to the following recommendations for the

awarding of credit with grades for E.314K on the basis of the CLEP examination:

1. The minimum CLEP score for the awarding of credit with a grade of C should be either 45 or 47; the author's preference is for 45.
2. The minimum CLEP score for the awarding of credit with a grade of B should be 51.
3. The minimum CLEP score for the awarding of credit with a grade of A should be either 59 or 60; the author's preference is for 59.

In order to make possible easy comparisons among the four combinations of minimum scores recommended above, Tables 8, 9, 10, and 11 were prepared. These tables are arranged in order from "most preferred" to "least preferred," according to the author's preference for the recommendations on which they are based.

TABLE 8

First (Most Preferred) Recommendation for Score Ranges for Awarding Credit and Grades for E.314K on the Basis of the CLEP Subject Examination in Analysis and Interpretation of Literature

CLEP Score Interval	Semester Hours of Credit	Course Grade Awarded	Students Tested at End of E.314K						Candidates for Credit by Examination	
			A,B,C Group		D,F Group		Total Group			
			No.	%	No.	%	No.	%	No.	%
59-80	3	A	37	20.5%			37	19.7%	282	37.2%
51-58	3	B	73	40.4%			73	39.0%	290	38.2%
45-50	3	C	30	16.7%	3	37.5%	33	17.5%	115	15.2%
20-44	None	None	40	22.2%	5	62.5%	45	23.9%	72	9.5%
TOTAL			180	99.8%*	8	100.0%	188	100.1%*	759	100.1%*

*This figure differs from 100.0% only because of rounding error.

TABLE 9

Second Recommendation for Score Ranges for Awarding Credit
and Grades for E.314K on the Basis of the
CLEP Subject Examination in Analysis and Interpretation of Literature

CLEP Score Interval	Semester Hours of Credit	Course Grade Awarded	Students Tested at End of E.314K						Candidates for Credit by Examination	
			A,B,C Group		D,F Group		Total Group			
			No.	%	No.	%	No.	%	No.	%
60-80	3	A	29	16.1%			29	15.4%	236	31.1%
51-59	3	B	81	44.8%			81	43.3%	336	44.3%
45-50	3	C	30	16.7%	3	37.5%	33	17.5%	115	15.2%
20-44	None	None	40	22.2%	5	62.5%	45	23.9%	72	9.5%
TOTAL			180	99.8%*	8	100.0%	188	100.1%*	759	100.1%*

*This figure differs from 100.0% only because of rounding error.

TABLE 10

Third Recommendation for Score Ranges for Awarding Credit
And Grades for E.314K on the Basis of the
CLEP Subject Examination in Analysis and Interpretation of Literature

CLEP Score Interval	Semester Hours of Credit	Course Grade Awarded	Students Tested at End of E.314K						Candidates for Credit by Examination	
			A,B,C Group		D,F Group		Total Group			
			No.	%	No.	%	No.	%	No.	%
59-80	3	A	37	20.7%			37	19.6%	282	37.1%
51-58	3	B	73	40.4%			73	39.0%	290	38.2%
47-50	3	C	17	9.5%	1	12.5%	18	9.5%	79	10.4%
20-46	None	None	53	29.4%	7	87.5%	60	31.9%	108	14.3%
TOTAL			180	100.0%	8	100.0%	188	100.0%	759	100.0%

TABLE 11

Fourth (Least Preferred) Recommendation for Score Ranges for Awarding Credit And Grades for E.314K on the Basis of the CLEP Subject Examination in Analysis and Interpretation of Literature

CLEP Score Interval	Semester Hours of Credit	Course Grade Awarded	Students Tested at End of E.314K						Candidates for Credit by Examination	
			A,B,C Group		D,F Group		Total Group			
			No.	%	No.	%	No.	%	No.	%
60-80	3	A	29	16.1%			29	15.4%	236	31.1%
51-59	3	B	81	44.8%			81	43.3%	336	44.3%
47-50	3	C	17	9.5%	1	12.5%	18	9.5%	79	10.4%
20-46	None	None	53	29.4%	7	87.5%	60	31.9%	108	14.3%
TOTAL			180	99.8%*	8	100.0%	188	100.1%*	759	100.1%*

*This figure differs from 100.0% only because of rounding error.

Table 8 shows what the results would have been if the recommended minimum scores of 45, 51, and 59 had been in effect. Numbers and percentages of students falling in each score-range category are shown both for the validity study students (who were tested at the end of E.314K) and for the candidates for credit by examination (who had not been enrolled in E.314K). Table 9 shows the corresponding values if minimum scores of 45, 51, and 60 had been in effect. Table 10 contains corresponding information for the combination of minimum scores of 47, 51, and 59; Table 11 contains corresponding information for minimum scores of 47, 51, and 60.

In the opinion of the author, the validity study data best support the choice of 45 as the minimum score for the receipt of any credit at all. The use of the score of 45 in this manner would have resulted, using validity study data, in classifying only 3 of the D, F students as having performed "satisfactorily," while at the same time classifying 40 (less than one-fourth) of the A, B, C group of students as having performed "unsatisfactorily."

Alternatively, while the choice of 47 as the minimum score for the receipt of any credit would misclassify only 1 of the D, F students, it would also misclassify 53 (more than one-fourth) of the A, B, C students.

The validity study data support the ad hoc committee's earlier choice of the score of 51 as the minimum score for credit with a grade of B. An examination of Figure 1 will indicate that a score of 51 cuts off almost exactly the bottom quarter of the group of students who were assigned grades of B. None of the A students made scores as low as 51, while more than half the C students, as well as all the D and F students, made scores below that level.

In the author's opinion, the validity study best supports the choice of 59 as the minimum score for the awarding of credit with a grade of A. An examination of Figure 1 will indicate that about two-thirds of the A students made scores at or above that level, while only about one-fourth of the B students did so. Of the C students, only about 10% scored higher than 59, while none of the D and F students made scores anywhere near that high.

Alternatively, if a score of 60 were chosen instead of 59, only about half the A students scored at or above that level; less than one-fourth of the B students and less than 10% of the C students scored at or above 60.

For these reasons the author recommended most strongly the use of the following score ranges:

59-80: Credit for E.314K with a grade of A
51-58: Credit for E.314K with a grade of B
45-50: Credit for E.314K with a grade of C
20-44: No credit for E.314K

Since the CLEP examination is designed to be appropriate for students who have completed the equivalent of a full-year course in literature, the author recommended that a validity study be conducted with students who are completing E.314L. It seemed desirable to the author for U.T. Austin to be able to recognize, on the basis of examination performance, that a student

has attained the level of literature skills ordinarily reached by students after the study of literature for two semesters.

If it is felt that a student who places out of two semesters of literature should, in addition, be required to demonstrate (either by course or by examination) adequate knowledge of some particular body of literature, this could be specified as a part of the student's degree requirements rather than by denying credit for one of the two semesters of course work for which he is able to demonstrate an adequate level of performance. This procedure would be analogous to what was being done in 1971 at U.T. Austin in connection with the required two-semester American Government (Gov.610) and American History (His.315K and 315L) courses. In each of those areas a student could earn either 3 or 6 semester hours of credit by examination; however, the student who earned 6 hours credit was still required (by state law) to take an additional one-semester course in some aspect of the specified area in order to satisfy his degree requirements. For U.T. Austin to fail to record on a student's Permanent Record Card (in terms of course credits) a true statement of the levels of proficiency which he has demonstrated seemed to the author to be particularly unfair to a student who, because of circumstances beyond his control, must transfer to another institution in order to complete his degree.

For these reasons the author expressed the hope that the members of the ad hoc committee would recommend to the faculty of the Department of English that a validity study of the CLEP Subject Examination in Analysis and Interpretation of Literature be conducted with students completing E.314L and that the possibility of granting as much as 6 semester hours of credit on the basis of that examination be considered in the light of the results of that validity study. The Measurement and Evaluation Center offered to conduct, and to pay any expenses incurred in connection with, such a study for the Department of English.

Finally, the variations encountered in patterns of grades from one section of E.314K to another led the author to suggest that an examination be made of the grade distributions in all sections of E.314K in the 1970

Fall Semester. It was further suggested that the findings and the implications of the results of that examination be discussed by the faculty of the Department of English so that, insofar as is possible, instructors for different sections of the same course would make use of comparable standards of performance and would assign comparable grades to students in all sections of the course.

After lengthy (and vigorous) debate, both within the ad hoc committee and among the full departmental faculty, the Department of English arrived at the following decisions:

1. The CLEP Subject Examination in Analysis and Interpretation of Literature would be used only for awarding credit by examination for E.314K; therefore, no validity study for E.314L would be needed.

2. Credit by examination for E.314K would be awarded only to students who performed at the B level or higher on the CLEP examination; therefore, the score of 51 would be the minimum score by which a student could earn credit.

3. Students who wished to earn credit by examination for the second half of the Introduction to Literature course sequence could apply for a locally-constructed Advanced Standing Examination in E.314L, which would be an essay examination based on a reading list prepared by the Department of English.